

**LISTENING ANXIETY AND ITS IMPACT ON EFL LEARNERS' COMPREHENSION****Khidoyatova Shakhlo****Teacher. Uzbekistan National Pedagogical University**

**Annotation:** This study investigates the problem of listening anxiety in EFL learners and its detrimental influence on listening comprehension. It explores the psychological and pedagogical variables that contribute to anxiety and provides teachers with practical solutions for helping pupils overcome fear and increase performance.

**Keywords:** listening anxiety, EFL students, emotional aspects, language comprehension, motivation

**Annotatsiya:** Ushbu maqolada EFL o'quvchilari orasida keng uchraydigan tinglashdagi qo'rquv va tashvish holati (listening anxiety) hamda uning tinglab tushunishga salbiy ta'siri o'rganiladi. Maqolada bu holatga sabab bo'luvchi psixologik va pedagogik omillar, shuningdek, o'qituvchilar tomonidan uni kamaytirish strategiyalari tahlil qilinadi.

**Kalit so'zlar:** tinglashdagi qo'rquv, EFL o'quvchilari, affektiv omillar, tilni tushunish, motivatsiya

**Аннотация:** В статье рассматривается явление тревожности при аудировании у студентов, изучающих английский язык как иностранный, и его отрицательное влияние на понимание речи. Анализируются психологические и педагогические факторы, вызывающие тревогу, а также предлагаются стратегии, которые преподаватели могут использовать для её снижения.

**Ключевые слова:** тревожность при аудировании, студенты EFL, аффективные факторы, понимание речи, мотивация

Listening is one of the most anxiety-provoking abilities for EFL students. Unlike reading or writing, hearing happens in real time, and students frequently worry about losing information, misinterpreting speakers, or failing to keep up with the tempo of speech. These emotional reactions, commonly referred to as listening anxiety, can significantly impede understanding and confidence in language acquisition (Kim, 2000).

### 1. Causes of Listening Anxiety

Listening anxiety arises from a variety of factors. One significant reason is a lack of control—students cannot urge speakers to slow down or repeat in natural circumstances. Another issue is restricted vocabulary, which causes frustration when learners are unable to comprehend meaning. Unfamiliar accents, background noise, and cultural allusions can further increase stress (Vogely, 1998). Perfectionism has a psychological impact as well. Learners who are afraid of making mistakes are more likely to focus on comprehending every word, which disrupts overall comprehension. Emotional tension drains brain resources required for successful language processing.

### 2. The Relationship Between Anxiety and Listening Comprehension

Anxiety is frequently associated with poor performance, according to research. When students are concerned, their focus turns from comprehending meaning to avoiding mistakes. This mental state limits concentration and lowers working memory capacity, resulting in poor understanding (Elkhafaifi, 2005).

For example, pupils who are anxious during a listening examination tend to retain less details and misunderstand essential concepts. Conversely, students who are comfortable and confident do substantially better.

### 3. Teacher Strategies to Reduce Listening Anxiety

EFL teachers have an important role in reducing student anxiety. Several approaches can help:

Teachers can activate background knowledge before playing audio by engaging in conversation or using graphics. Familiarity lessens dread of the unfamiliar.

Gradual difficulty: Begin with shorter, slower recordings to gain confidence before incorporating real pace and accents.

Supportive feedback: Instead of focussing just on correctness, teachers can emphasise effort and strategy utilisation to reinforce students' development.

Collaborative listening: Pair or group exercises allow students to share responsibility and relieve individual strain.

For example, when students debate the important concepts after listening, they recognise that knowledge is shared rather than individual, which reduces stress and boosts confidence.

### 4. The Role of Motivation and Emotional Safety

A psychologically secure teaching setting is essential. Teachers should emphasise that making errors is a normal aspect of learning. Positive reinforcement, humour, and encouragement foster an environment in which students are eager to take chances.

Furthermore, introducing stimulating topics—music, short interviews, or real-life scenarios—keeps pupils emotionally involved, lowering anxiety and increasing attention (Arnold & Brown, 1999).

### 5. Encouraging Self-Confidence and Autonomy

Learning to apply relaxation and self-monitoring strategies, such as deep breathing or self-affirmations, prior to listening activities might help students focus better. Teachers may also encourage students to create small, attainable goals, such as comprehending the overall idea first and then the specifics afterward.

Over time, this shift from performance pressure to personal growth fosters both verbal competence and emotional resilience.

### Conclusion

Listening anxiety is a major impediment to understanding and fluency in EFL learning. Teachers may turn worry into motivation by understanding the causes and providing supporting measures. A peaceful, student-centered classroom encourages learners to listen with curiosity rather than dread. Finally, minimising anxiety not only improves listening skills but also boosts learners' general linguistic confidence.

### References:

1. Abdanbekova, N. (2024). Developing professional competence of students based on modern approaches in teaching English language. *Innovative Development in Educational Activities*, 3(3), 89-97.

2. Abdanbekova, N. (2025). Modern Trends in Teaching Foreign Languages in Higher Education: New Approaches and Research. *MAKTABGACHA VA MAKTAB TA'LIMI JURNALI*, 3(2).
3. Arnold, J., & Brown, H. D. (1999). *Affect in language learning*. Cambridge University Press.
4. Azimxodjayevna, M. N. (2024). THE IMPORTANCE OF DEVELOPING CREATIVITY IN STUDENTS OF SECONDARY SCHOOLS. *SUSTAINABILITY OF EDUCATION, SOCIO-ECONOMIC SCIENCE THEORY*, 2(17), 101-103.
5. Azimxodjayevna, M. N. (2025). ENSURING FAMILY HEALTH IN THE PREVENTION OF INTELLECTUAL DISABILITY. *PEDAGOGICAL SCIENCES AND TEACHING METHODS*, 4(44), 338-340.
6. Azimxodjayevna, M. N. (2025). INNOVATIVE APPROACHES IN ORGANIZING STUDENTS'INDEPENDENT LEARNING IN A FOREIGN LANGUAGE. *FORMATION OF PSYCHOLOGY AND PEDAGOGY AS INTERDISCIPLINARY SCIENCES*, 4(39), 139-142.
7. Azimxodjayevna, M. N., & Salimovna, T. I. (2025). ENHANCING SPEAKING COMPREHENSION AND EDUCATIONAL APPROACHES IN LANGUAGE LEARNING. *SUSTAINABILITY OF EDUCATION, SOCIO-ECONOMIC SCIENCE THEORY*, 3(29), 29-32.
8. Dadajanova, D. A., & Khayitmuradova, S. M. (2021). PERSONALLY-FOCUSED APPROACH IN TEACHING A FOREIGN LANGUAGE. *Academic research in educational sciences*, 2(5), 1388-1393.
9. Dadajanova, D., Khayitmuradova, S., Muratkhodjaeva, Z., & Kuvondikova, M. (2020). Modern innovative technologies in education. *International Journal of Advanced Science and Technology*, 29(5), 1738-1745.
10. Elkhafafi, H. (2005). Listening comprehension and anxiety in the Arabic language classroom. *The Modern Language Journal*, 89(2), 206-220.
11. Gulnoza, S. (2022). PROFESSIONAL AUDITORY ABILITY OF STUDENTS. *Confrencea*, 6(6), 18-19.
12. Kim, J. (2000). Foreign language listening anxiety: A study of Korean students learning English. *Foreign Language Annals*, 33(3), 326-335.
13. Rakhmatillaevna, S. G. (2021). Using Educational Information Resources to Develop Students' Professional Listening Skills. *European Scholar Journal*, 2(1), 66-68.
14. Rakhmatillaevna, S. G. (2021). The current state of speech in the development of students'professional auditory ability (colloquial speech) and written (" writing") speech. *Open Access Repository*, 1(02), 60-67.
15. Rakhmatillaevna, S. G. (2021, July). Pedagogical and psychological features of the development of students'professional auditory abilities through information and educational resources. In *Archive of Conferences* (pp. 83-86).
16. Rakhmatullaevna, S. G. (2019). Theoretical concept of text and literary text. *Проблемы педагогики*, (1 (40)), 38-39.

17. Rixsiyevna, A. N. (2025). DIGITAL COMPETENCE IN FOREIGN LANGUAGE TEACHING. Modern American Journal of Linguistics, Education, and Pedagogy, 1(2), 685-688.
18. Sagdullaev Pulatbek. (2023). Importance of digital educational technologies in teaching foreign languages. American Journal of Pedagogical and Educational Research, 18, 298–304.
19. Sagdullaev Pulatbek. (2023). Improving the language competencies of future teachers by means of digital technologies. Academia Science Repository, 4(04), 116–124.
20. Sagdullaev, P. (2023). The innovations and variety of approaches in teaching foreign languages. Science and innovation, 2(B4), 142-148.
21. Sagdullayev, P. K. (2020). Raqamli texnologiyalar vositasida bo‘lajak o‘qituvchilarning til kompetensiyalarini rivojlantirish. PEDAGOGIKA, 5(1), 19-21.
22. Sagdullayev, P.K. (2023). Bo‘lajak o‘qituvchilarning til kompetensiyalarini oshirishda raqamli texnologiyalarning o‘rni. PEDAGOGIKA, 2(1), 342-345.
23. Sagdullayev, P.K. (2023). Bo‘lajak o‘qituvchilarning til kompetensiyasini oshirishda raqamli ta’lim texnologiyalaridan foydalanish. PEDAGOGIKA, 5(1), 319-323.
24. Shoir, H. (2022). Practical Basis for The Application of Didactic Game Technologies in Teaching Pedagogical Science. The Peerian Journal, 13, 56-59.
25. Shoir, H. (2022). USE OF SCIENTIFIC RESEARCH METHODS OF PEDAGOGICAL SCIENCE. In Conference Zone (pp. 761-763).
26. Sobirova Gulnoza Rakhmatillayevna. (2022). MODERN METHODS AND TECHNOLOGIES OF TEACHING FOREIGN LANGUAGES. Web of Scientist: International Scientific Research Journal, 3(3), 708–713.
27. Svisheva, K., Saifnazarova, A., & Abdanbekova, N. R. (2025). THE IMPACT OF EARLY ENGLISH LANGUAGE INSTRUCTION ON COGNITIVE DEVELOPMENT OF PRIMARY SCHOOL CHILDREN. GOLDEN BRAIN, 3(9), 4-12.
28. Vogely, A. J. (1998). Listening comprehension anxiety: Students’ reported sources and solutions. Foreign Language Annals, 31(1), 67–80.